



**High School Test  
in  
Social Studies**

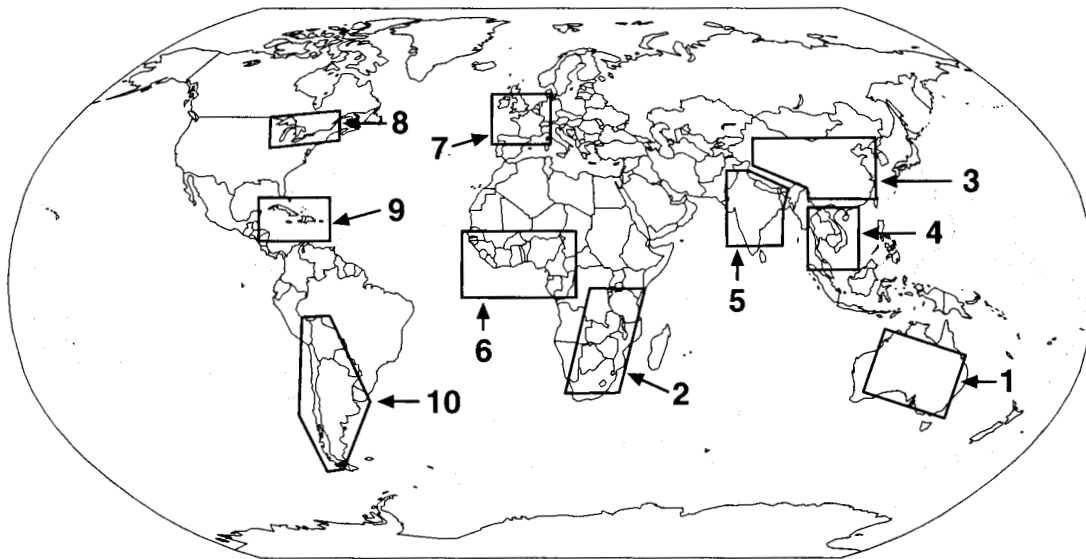
***Released Items  
Spring 2001***

**Directions:** Read the following passage and study the map. Use this information with what you already know to answer the questions that follow.

## WORLD CONNECTIONS

One way to examine and understand economic activity and historical events is to use geographic principals and structures.

THE WORLD



**6** The fact that many people in areas 7 and 8 speak the same language is an example of what?

- A** Cultural core
- B** Cultural hearth
- C** Cultural exclusion
- D** Cultural diffusion

**7** Which geographic factor has served to limit contact between areas 5 and 3?

- A** Ocean currents
- B** Mountain ranges
- C** Prevailing winds
- D** Dense forestation

**8** The native people of area 1 were first joined by people who came for what reason?

- A** To find religious freedom
- B** To serve out criminal sentences
- C** To develop economic opportunities
- D** To seek freedom from political oppression

**9** People in areas 6 and 9 have some religious beliefs, language structures, and other cultural characteristics in common because of what historical occurrence?

- A** The Big Stick Policy
- B** The Monroe Doctrine
- C** The Triangular Trade
- D** The Trans-Atlantic Alliance

**10** Which region's national economies are most dependent on a single crop or resource?

- A** 5
- B** 6
- C** 7
- D** 8

**Directions:** Study the following chart and quotations. Use them with what you already know to answer the questions that follow.

## THE NEW DEAL

### Quotation A

“These unhappy times call for the building of plans that rest upon the forgotten, the unorganized but indispensable units of economic power, for plans like those ... that put their faith once more in the forgotten man at the bottom of the economic pyramid ...”

– Franklin D. Roosevelt’s Radio Address, April 7, 1932

### Quotation B

“We have, therefore, reached the point as a nation where we must take action to save the Constitution from the [Supreme] Court and the Court from itself ... We want a Supreme Court which will do justice under the Constitution—not over it. In our courts we want a government of laws and not of men ...”

– Franklin D. Roosevelt’s Radio Address, March 8, 1937

### U.S. Unemployment, 1929-1941

Year	Number unemployed	Percent of labor force unemployed
1929	1,550,000	3.2
1931	4,340,000	8.7
1933	12,830,000	24.9
1935	10,610,000	20.1
1937	7,700,000	14.3
1939	9,480,000	17.2
1941	5,560,000	9.9

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- 12** What world event contributed to the change in employment in the United States between 1939 and 1941?
- A** The outbreak of war in Europe
  - B** Civil disturbances in China
  - C** Famine in Latin America
  - D** Tariff wars halting world trade
- 13** What was the main cause of the trend in employment between 1935 and 1937?
- A** New Deal public works projects
  - B** Laws prohibiting sex discrimination in hiring
  - C** Mobilization of industry for the war effort
  - D** Migration of people from the cities to the farms
- 14** Roosevelt's strategy in the New Deal is similar to which of these present-day issues?
- A** Allowing people to carry concealed weapons
  - B** Creating a national health care system
  - C** Reducing the size of government
  - D** Balancing the federal budget
- 15** What was the motivation for President Roosevelt's address of March 8, 1937?
- A** He was protecting the Supreme Court from actions by Congress.
  - B** He was supporting the Supreme Court for its decisions on his programs.
  - C** He was arguing for changing the justices of the Supreme Court to gain more support.
  - D** He was rejecting criticism of the Supreme Court by people who needed jobs.
- 16** How did these events affect the development of Michigan?
- A** Citizens supported changes in the Supreme Court.
  - B** Unions gained strength in the economy.
  - C** The recovery came to Michigan later than the rest of the country.
  - D** Many recent immigrants returned to their homes.
-

**Directions:** You should take about five minutes to read the following information and use it with what you already know to complete this task.

## **CHRONOLOGY OF AN ERA**

Place the following events in chronological order on the timeline in your **answer booklet**.

- Formation of North Atlantic Treaty Organization
- Japan bombs Pearl Harbor
- Germany invades Poland
- Atomic bombs dropped on Hiroshima and Nagasaki, Japan
- President Franklin D. Roosevelt dies; Harry Truman becomes president

**22** Complete the timeline provided to you in your **answer booklet** with the events listed on the previous page in chronological order.

**22a)** Scoring Rubric

A **2-point** response correctly locates all of the events on the timeline.

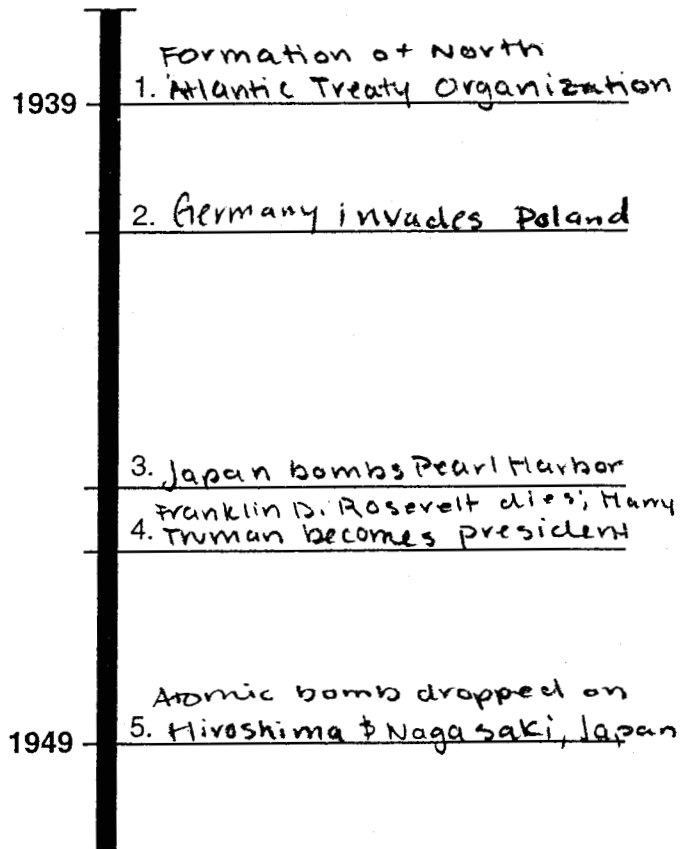
- 1) Germany invades Poland
- 2) Japan bombs Pearl Harbor
- 3) President Roosevelt dies; Harry Truman becomes president
- 4) Atomic bombs dropped on Hiroshima and Nagasaki, Japan
- 5) Formation of NATO

A **1-point** response correctly locates 3 or 4 of the events on the timeline.

A **0-point** response correctly locates 0-2 of the events on the timeline.

## 22b) Student Response 1

## TIMELINE



Score Point: 0

This response fails to correctly locate any events.

## 22c) Student Response 2

## TIMELINE

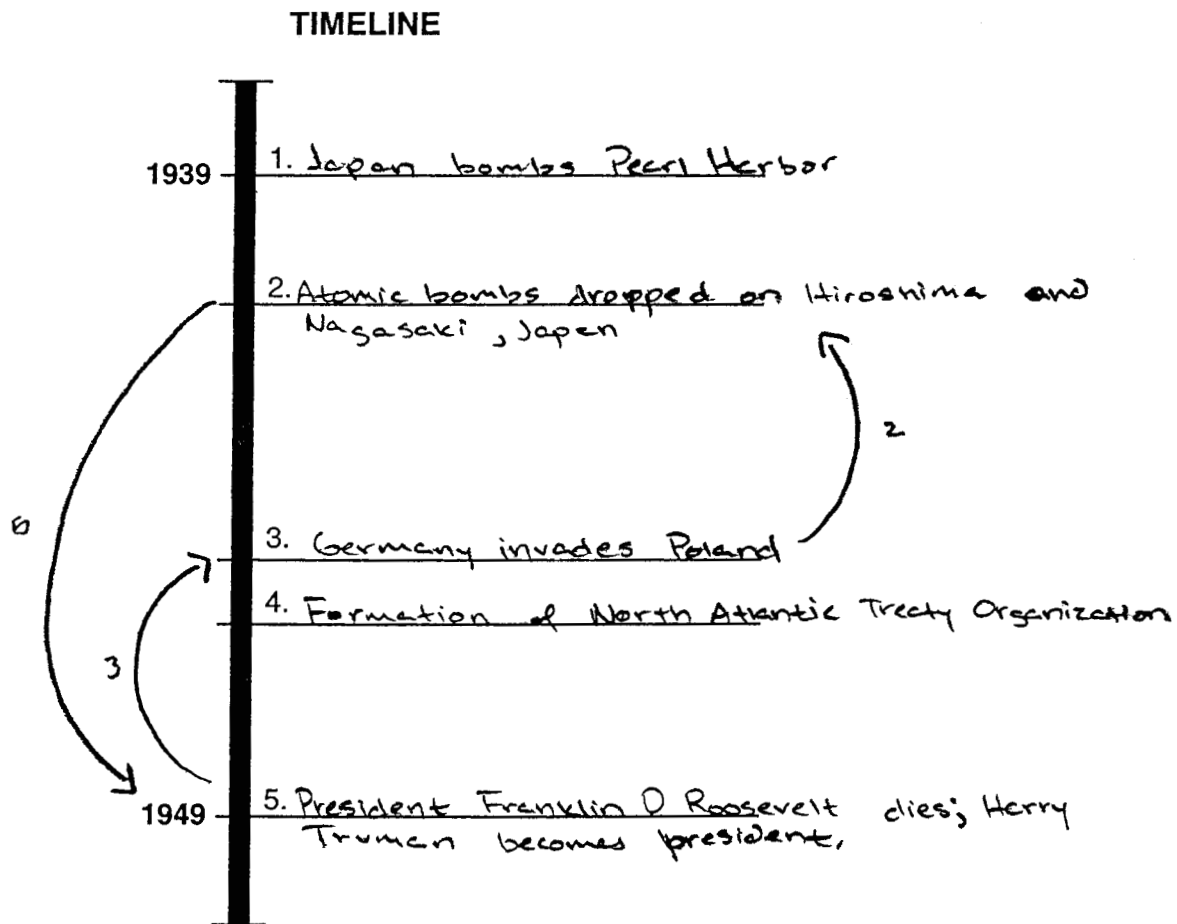
- 
- 1939
1. Germany invades poland
  2. Formation of North Atlantic Treaty Organization
  3. Japan Bombs Pearl Harbor
  4. Atomic bombs dropped on Hiroshima and Nagasaki, Japan
- 1949
5. President Franklin D. Roosevelt dies, Harry Truman becomes president

Score Point: 0

This response correctly locates one event (Germany invades Poland).



## 22d) Student Response 3

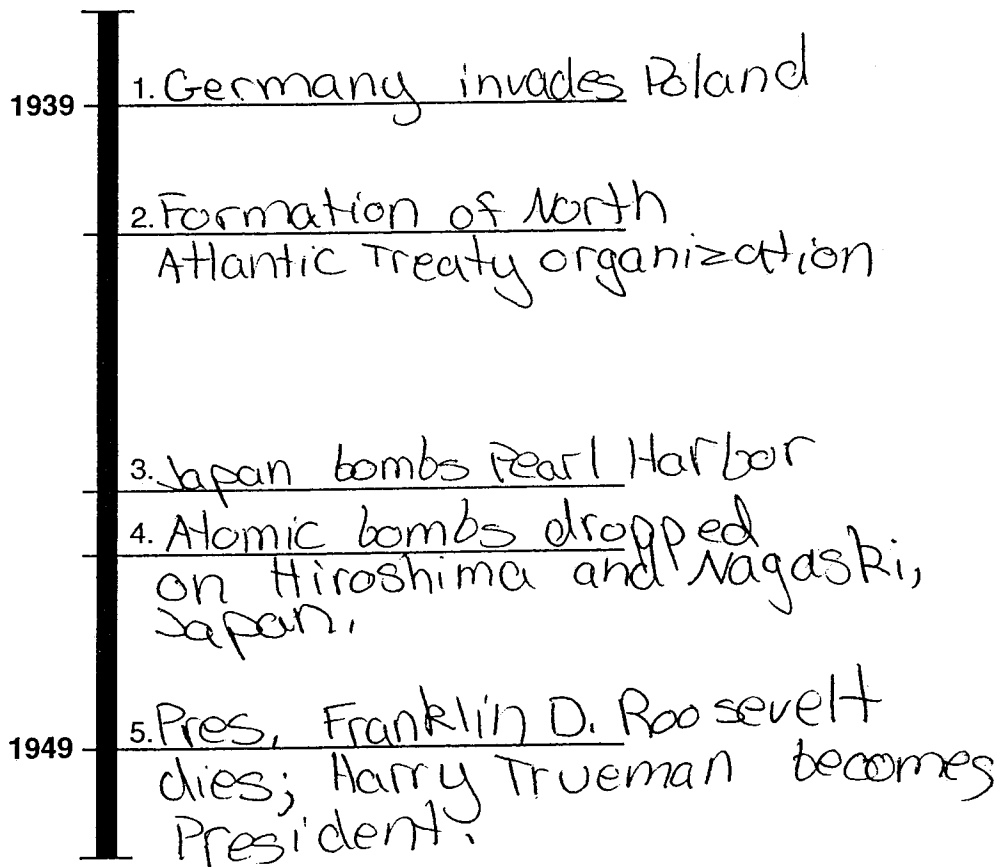


Score Point: 0

This response correctly locates one event (Franklin D. Roosevelt dies; Harry Truman becomes president).

## 22e) Student Response 4

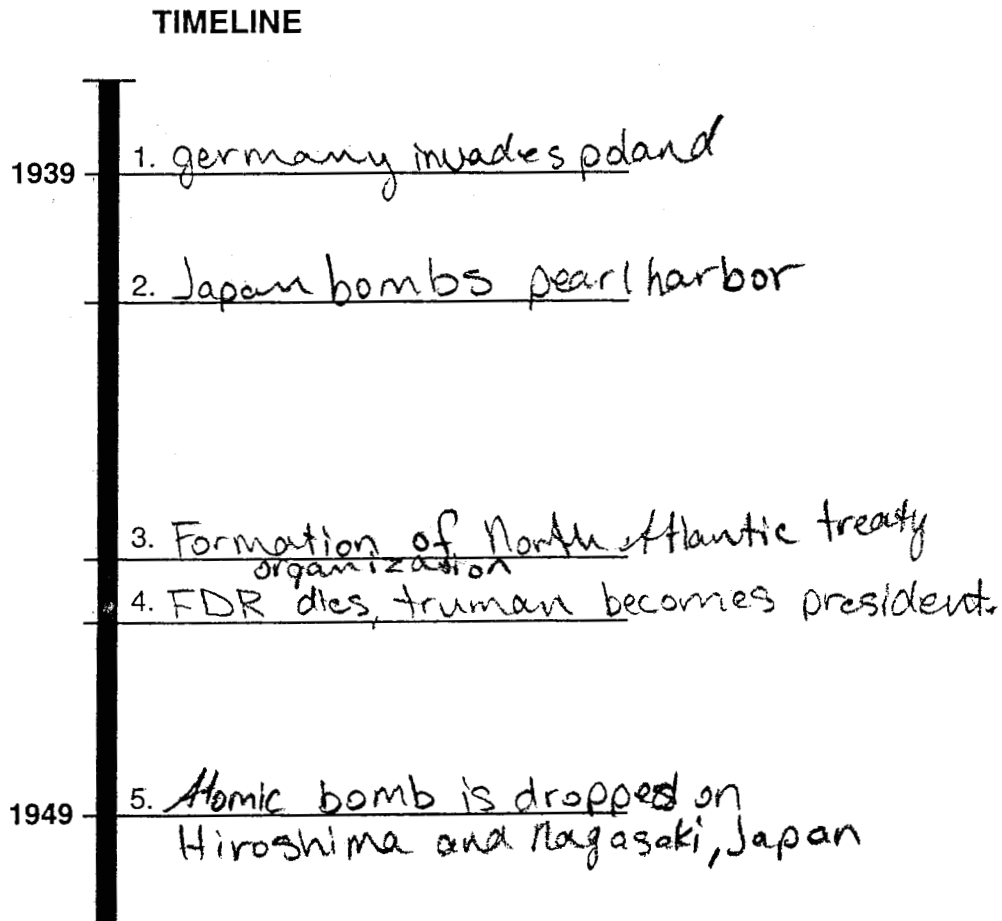
## TIMELINE



Score Point: 0

This response correctly locates two events (Germany invades Poland / Atomic bombs dropped on Hiroshima and Nagasaki, Japan).

## 22f) Student Response 5

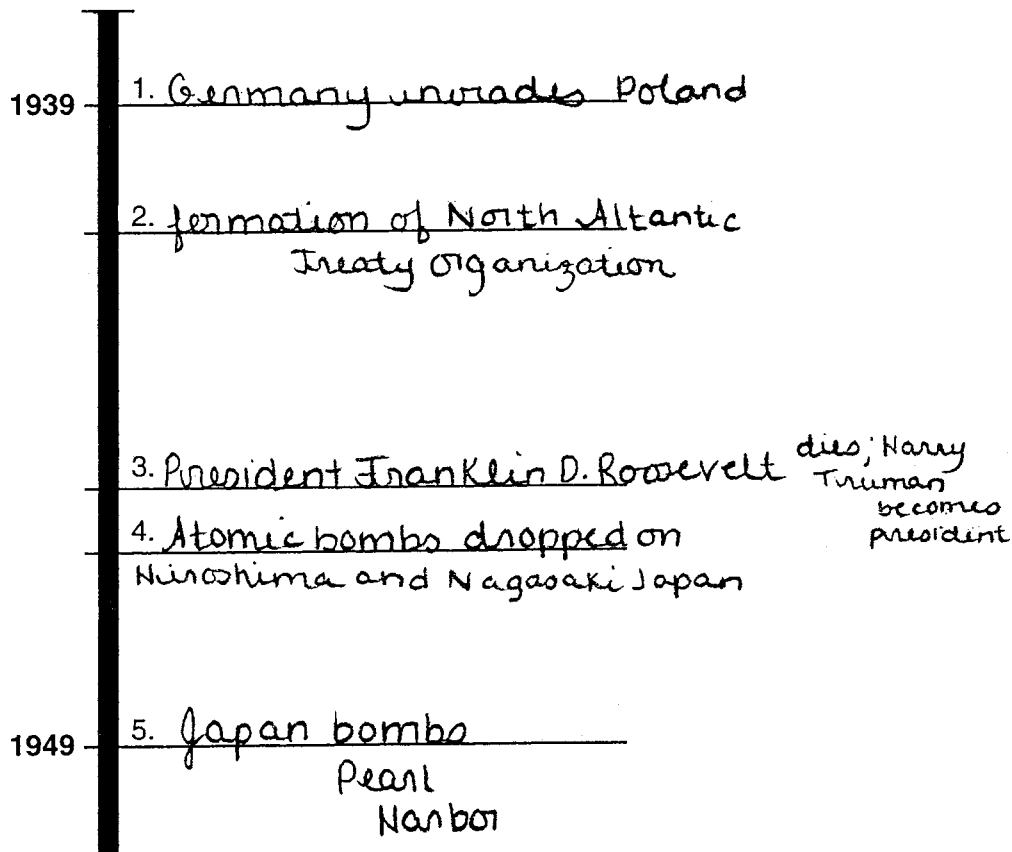


**Score Point: 0**

This response correctly locates two events (Germany invades Poland / Japan bombs Pearl Harbor).

## 22g) Student Response 6

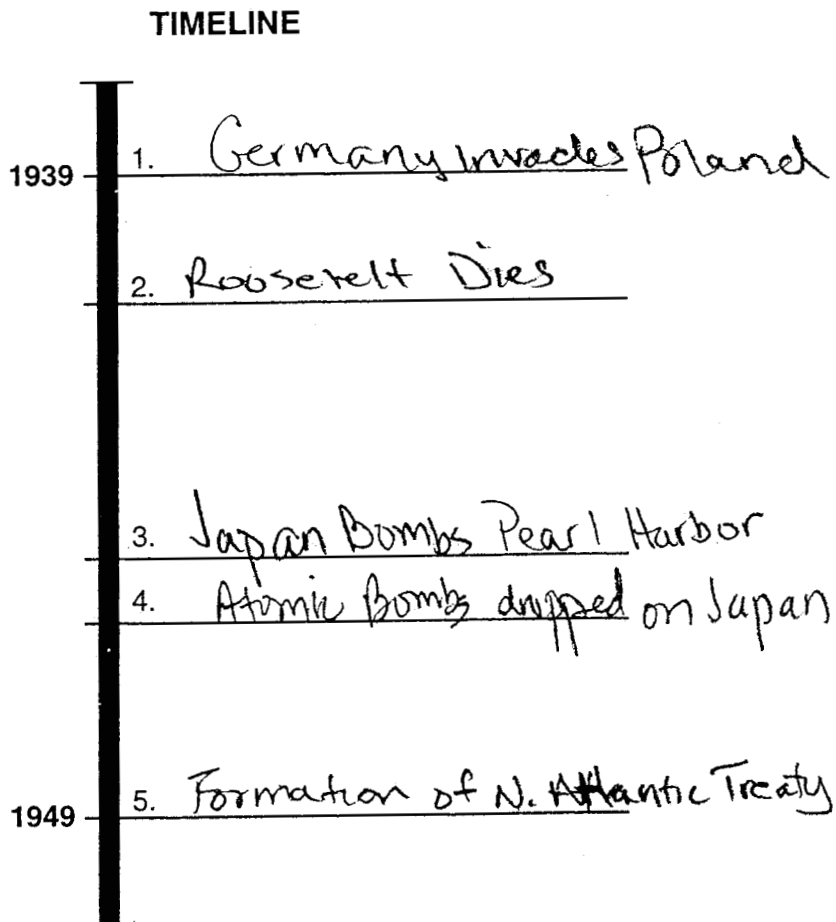
## TIMELINE



Score Point: 1

This response correctly locates three events (Germany invades Poland / President Franklin D. Roosevelt dies; Harry Truman becomes president / Atomic bombs dropped on Hiroshima and Nagasaki, Japan).

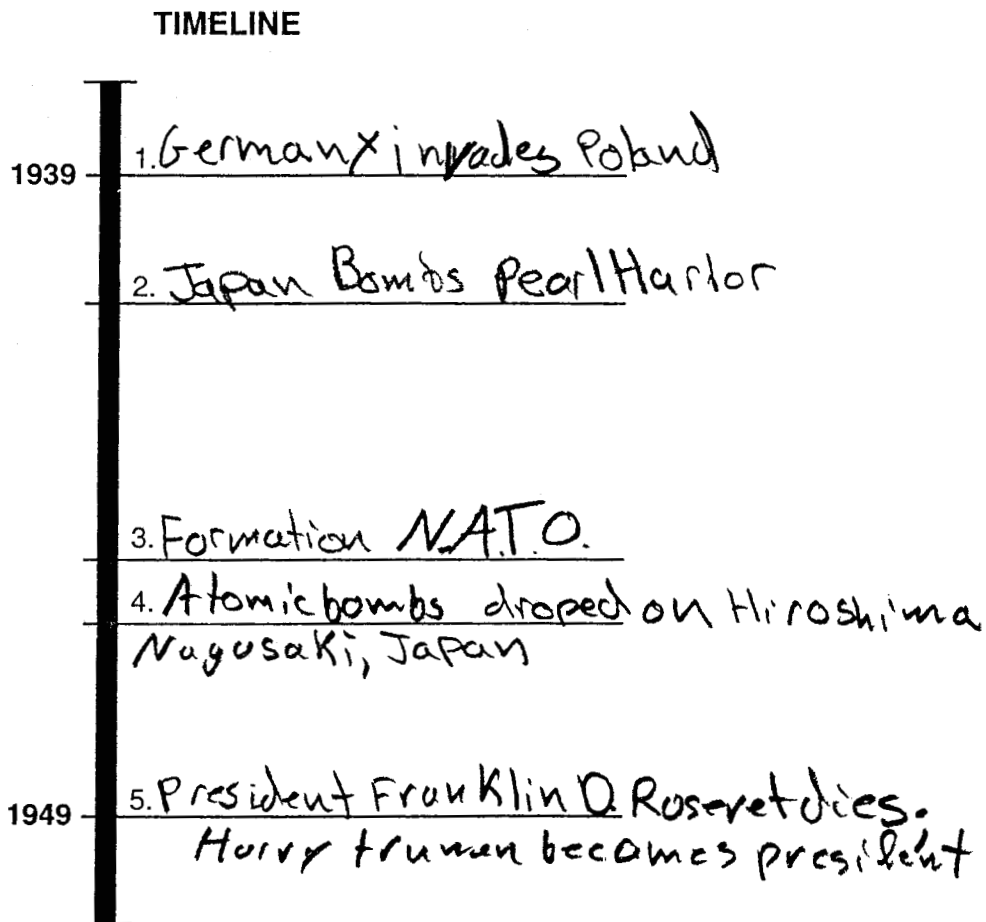
## 22h) Student Response 7



**Score Point: 1**

This response correctly locates three events (Germany invades Poland / Atomic bombs dropped on Japan / Formation of North Atlantic Treaty Organization).

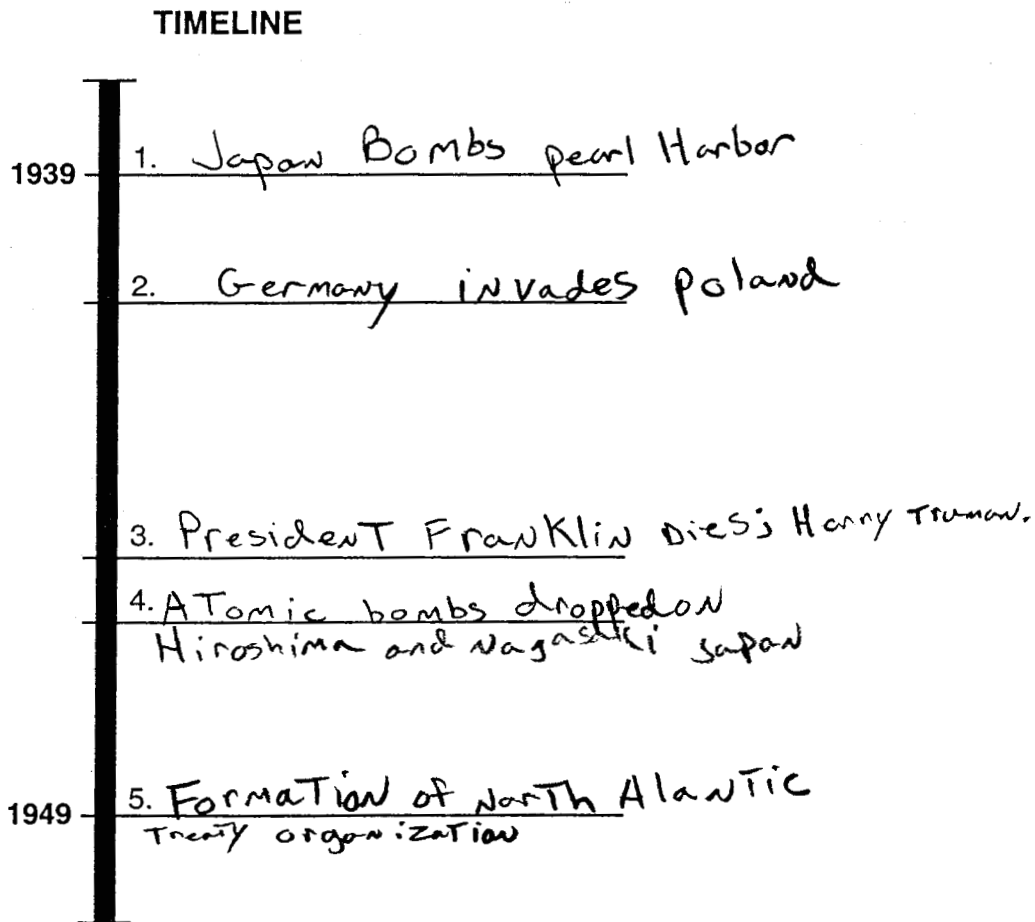
## 22i) Student Response 8



Score Point: 1

This response correctly locates three events (Germany invades Poland / Japan bombs Pearl Harbor / Atomic bombs dropped on Hiroshima and Nagasaki, Japan).

## 22j) Student Response 9



**Score Point: 1**

This response correctly locates three events (President Franklin D. Roosevelt dies; Harry Truman becomes president / Atomic bombs dropped on Hiroshima and Nagasaki, Japan / Formation of North Atlantic Treaty Organization).

**Directions:** Read the following hypothetical information about a public policy issue. Use it with what you already know to complete the tasks that follow. You should take about 20 minutes to complete both Task I and Task II.

## STUDENT COURT

A proposal to deal with discipline in high schools is to establish a student court. Students who break school rules would have a “trial” by a panel of their peers. The students on the student court would hear the facts and suggest a punishment. Read the following information on student court.

### DATA SECTION

#### Part

- A** The following information comes from a school district that has a Student Court at three high schools.

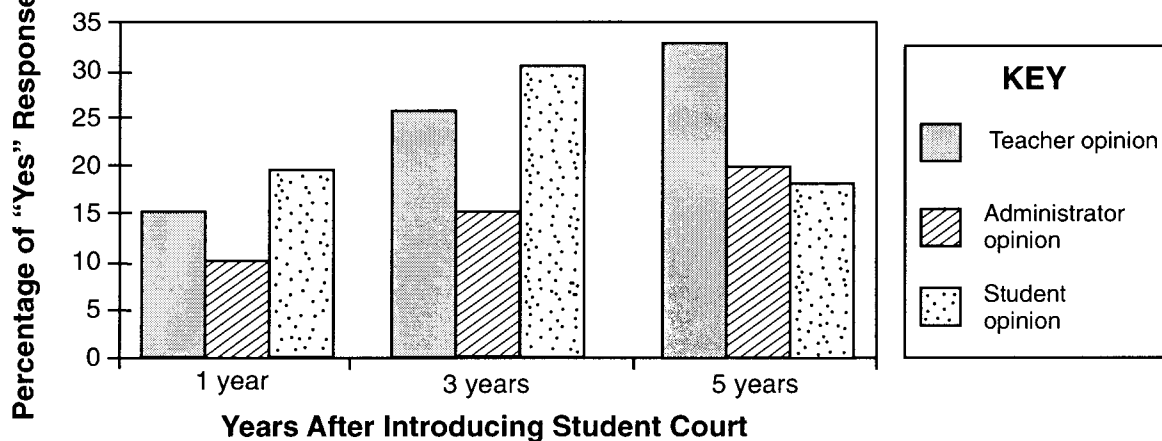
**Incidents in High School with a Student Court**

Type of Incident	Year Before	After 1 Year	After 3 Years	After 5 Years
In-school vandalism	234	227	193	101
In-school fights	87	63	41	72
Smoking	106	51	34	19
Insubordination	91	78	42	110

#### Part

#### B

**Is the School Safer?**





**DATA SECTION** (continued)**Part  
C****Opinion on the Student Court**

(percent of respondents who answered "yes" to the question)

Should the Student Court be abolished?	After 1 Year	After 3 Years	After 5 Years
Student Opinion	61	15	3
Teacher Opinion	8	21	44
Parent Opinion	52	51	54

**COMPLETE THE FOLLOWING TASKS:****23 Task I: Interpreting Information**

Study the information in the Data Section. Which of the following statements best describes the *relationship* between **having a student court** and **incidents in school**? Be sure to mark your answer in your answer booklet.

- A Having a student court tends to make the school safer for teachers.
- B Having a student court tends to increase insubordination among students.
- C Incidents of in-school fighting tend to increase after a student court is put into place.
- D Incidents of in-school vandalism tend to decrease after a student court is put into place.

**24 Task II: Taking a Stand**

You will now take a stand on the following public policy issue: **Should high schools establish student courts to deal with discipline?** You may either support or oppose a student court. Write a letter to the president of the school board. Use the following criteria to provide reasons that support your position.

You will be graded on the following criteria. Your letter must include:

- a clear and supported statement of your position;
- supporting information using a core democratic value of American constitutional democracy;
- supporting knowledge from history, geography, civics (other than the core democratic values), or economics (it is not enough to state only your opinion);
- supporting information from the Data Section; and
- a credible argument someone with the opposite point of view could use and an explanation that reveals the flaw in his/her argument.

*Remember to:* Use complete sentences.  
Explain your reasons in detail.  
Explain how the core democratic value you use connects to your position.  
Write or print neatly on the lines provided in your answer booklet.

**24a) Student Response 1**

Should high schools establish student courts to deal with discipline?

Dear School Board President:

**How are you doing? I am for the discipline because I think that would be (a) good thing to have around here for now.**

**Score Point: 0**

This response does not provide a clear and supported position on the issue.

**24b) Student Response 2**

Should high schools establish student courts to deal with discipline?

Dear School Board President:

Looking at these charts shows that student courts are very effective in many positive and in some negative ways for students. The charts show at first that the student responses went down over time, and the teacher and administrators went up. Which obviously means something's wrong here. Now due to this dramatic change in a school and such dramatic change in rules, students are going to rebel in some way or another. Do to these charts, insubordination and in-school fights are just two things that have gone up dramatically in the last three years since they have had this student court. You can't necessarily make some students come up with punishments for other students, because the majority of the time those are probably the students getting beaten up. Maybe if you had the students run the court and have teachers as the jury or have the students be a private jury, then the in-school fights would most likely decrease. As far as insubordination goes, that's pretty much just the students rebelling against this new court. Maybe soon they will learn to deal with it and cause less trouble. Maybe not. Who's to tell.

It shows on the part C that the student opinion after five years has decreased. Obviously because they get caught doing the bad things that they do. It shows the teachers opinion has gone up dramatically. Probably because they feel more protected and it's probably a better environment to teach in. The parent's opinion has really stayed the same pretty much. Some are probably happy that the school is taking action and some probably just don't care.

Most students or kids of that age aren't mature enough to understand what this so-called student court is trying to do. They just think that they are trying to punish them, when in reality they are really trying to teach them a lesson that what just are basic core democratic values such as like. These kids need to learn the real responsibilities of being an adult, and that's what school is trying to get you ready for. Some more values would be liberty; public or

common good; equality to all students, teachers and administrators; truth to all, which will benefit you in the long run; and most of all, justice. There needs to be justice in this world. If there wasn't, then our world would be uncontrollable. They need to learn the responsibilities of being adults. These kids are our future, so if the student court offers our future this much, I think and I believe that this is one outstanding achievement, and I also believe every school could use one and benefit from one. It's the separation of powers these kids have to learn, and this is how they can learn it!!!

**Score Point: 0**

This response does not provide a clear and supported position on the issue.

**24c) Student Response 3**

Should high schools establish student courts to deal with discipline?

Dear School Board President:

**I am strongly for student courts in schools for the simple reason that it would make the school look good.**

**Score Point: 1**

This response provides a clear and supported position on the issue.

**24d) Student Response 4**

Should high schools establish student courts to deal with discipline?

Dear School Board President:

**I do not support the idea of high schools having student courts dealing with discipline. This situation is like the fundamental belief, justice. As you can see, over the past fifteen to twenty years there has been an increase in school crime. Back in the 40s and the 50s, you would never hear of a school shooting, vandalism, smoking or insubordination. If you were caught back then, you would get punished very severely.**

**Statistics say that over five years school vandalism, in-school fights, and insubordination all have increased. Another poll taken over five years says that schools are safer because of student courts. I really don't think that this is true, because just about every other week you hear on TV about another school shooting. When students, teachers, and parents were asked if they wanted a student court in their school, only three percent of the students said they wanted it. The teachers and the parent(s), suprisingly, want the student court.**

**All in all, I just think that a(n) older person should take the upper hand in the school system. I just think that it would be a lot more safer.**

**Score Point: 1**

This response provides a clear and supported position on the issue.

**24e) Student Response 5**

Should high schools establish student courts to deal with discipline?

Dear School Board President:

**I think it is an absolute must to have a student court. Over the past few years, students have shown that with the student court in the school, there has been less vandalism and fights.**

**Students should be allowed to their pursuit of happiness. What I mean by this is that students should have the right to do what makes them happy. If it makes them happy to ditch class, then let them. They are only hurting themselves and they will figure it out. These teachers that try to stop this sort of thing don't realize that some of these kids do it just to break the rules, to live on the edge.**

**So in concluding this letter, I believe that a student court is very necessary.**

**Score Point: 2**

This response provides a clear position on the issue and supports it with data from the Data Section.



**24f) Student Response 6**

Should high schools establish student courts to deal with discipline?

Dear School Board President:

**I, personally, do not believe that high schools should establish student courts. This would, in my opinion, be for the common good of the students of the high schools. The students are controlled too much already. We can't (have) food or drink except in the lunchroom, while the teachers can. We are no longer allowed to have hats, gum, what we want to wear (like tank tops), and are not permitted to even hug when the people who enforce these rules constantly break them. We have petitioned and protested. This court would cause the population to rebel. We are already tired of being pushed around. The court would be one-sided and unfair. I would assume the students in charge would be beat-up constantly. Notice after the fourth year it no longer is working and the students are going against it? It's the American way to not be controlled like this. Why did the Revolutionary War start? We were being controlled too much. The wars going on now are the same. Don't make us communist. That's not the American way. We are created equal. This court would not treat us this way. As a student of a high school, I implore you not to make the student court. Do not waste any more tax money on this. If you say this will stop "bad things," in accordance to the graph, it will make it worse in this school. That is why the fifth year got worse. The students stopped believing it. At first, maybe, but it died nonetheless. This is why I am against the student court.**

**Score Point: 2**

This response provides a clear position on the issue and supports it with prior social studies knowledge of history (Revolutionary War).

**24g) Student Response 7**

Should high schools establish student courts to deal with discipline?

Dear School Board President:

**High schools today would benefit from the implementation of student courts to deal with discipline. It would boost student involvement in the affairs of the school and promote good behavior at the same time. It would also reinforce our belief in equal rights for all people.**

**In the past, people were killed or treated unfairly even when the crimes they committed were minor infractions. This was also ethnically biased. The court system used in the United States works and has helped to eliminate such treatment. Therefore, it could also be used in schools. In schools that already use those courts, the percentage of students vandalizing the school and smoking has greatly decreased. Wouldn't it be logical for those reasons alone to implement student courts? Yes, someone might argue that it takes the authority away from administrators. However, it's a known fact that kids listen to other kids and, therefore, could respect such a court in which administrators could be included. Thank you for considering the implementation of student courts.**

**Score Point: 2**

This response provides a clear position on the issue and supports it with a successful refutation and data from the Data Section.

**24h) Student Response 8**

Should high schools establish student courts to deal with discipline?

Dear School Board President:

**I do not agree with student courts and don't think the high schools should establish them to deal with discipline. The democratic value of equality fits this argument. If you have a student court, the students on the court will be the kids that teachers like and will have it easy. They will also be the ones who punish people and if one of the students has a grudge with someone, he could make school a nightmare for that person. That is why the people on the court wouldn't be equal to the rest of the student population. A lot of decisions in history didn't work, such as the prohibition. Even though it's not directly involved with this issue, it shows how the students would probably act. They would probably just rebel and go on strike or something in that nature.**

**From the data section, it shows how the students would rebel. After a few years, the students would get sick of it and start fights with everyone and they would probably include the people in the courts. Some could argue that the courts would work if the school chose new students to be on it each year. If they did that, it would bring new faces and new minds and attitudes to the courts so that someone on the court couldn't keep getting people in trouble and punishing them. That would probably bring the fights and insubordination down after a few years.**

**Score Point: 2**

This response provides a clear position on the issue and supports it with the correct application of a Core Democratic Value (Equality) and data from the Data Section.

**24i) Student Response 9**

Should high schools establish student courts to deal with discipline?

Dear School Board President:

**I don't think a student court would be a good idea to establish. One reason is that justice would be served only some of the time. Most of the time, the punishment would be either too harsh or too lenient. It would also mean that teachers/administrators would have loss respect because they have no way of enforcing the rules themselves, and in tests where this program was piloted, after five years insubordination was higher than before the court was established. Sometimes people do things and the law is twisted for them because they are popular, like celebrities or racial beatings by the KKK in the 1800s and early to mid-1900s.**

**Some would say that, sure, fighting and insubordination went up, but vandalism and smoking went down. It is my opinion that if students don't feel safe and don't respect the teachers, then they don't learn and school's purpose is defeated.**

**Score Point: 2**

This response provides a clear position on the issue and supports it with prior social studies knowledge of history (racial beating by the KKK in 1800s and early 1900s), a successful refutation, and data from the Data Section.

**24j) Student Response 10**

Should high schools establish student courts to deal with discipline?

Dear School Board President:

**It is preposterous to think it is a good idea to establish high school courts. First, they do not comply with the common good. The purpose of student courts is to increase safety. Who is better to know about the safety of a school than the students?**

**In part A of the data section, it clearly shows that students don't feel that the school is safer, and less than half of the teachers thought the school was safer. Second, funding comes from the state and the state's funding comes from taxes. The majority of the parents, who are the source for funding, want to abolish the student court. You don't want to use someone else's money to fund something that they don't want to even exist. Last, after five years of the student court, it seems to have failed to the point that more and more teachers are wanting to abolish it. Also, insubordination and in-school fights seem to be on the rise by the fifth year.**

**So, the student court fails in these places. It doesn't make students feel any safer. The parents who supply the funding do not approve, and it doesn't succeed in decreasing all of the problem areas.**

**Please consider my statements above when making decisions. Thank you for taking the time to read about my opinion.**

**Score Point: 2**

This response provides a clear position on the issue and supports it with prior social studies knowledge of civics (taxes fund schools) and data from the Data Section.

**24k) Student Response 11**

Should high schools establish student courts to deal with discipline?

Dear School Board President:

**It is my opinion that a student court should not be established in high schools to deal with discipline. There are reasons for both sides of the issue, but I believe that the reasons for not having a student court outweigh the reasons for having one. I feel that one of our core democratic values would be violated if a student court was formed. The value that I speak of is Justice. I cannot see how justice could be served by a group of high school kids. There would hardly be a single member of the student court that was unbiased. No student would want to invoke a harsh punishment on one of their closest friends, and this system of unfair justice works the other way around. A student that does not like another student or maybe even has some kind of personal vendetta against them would very likely be swayed to argue for a harsher punishment than the student might deserve.**

**Another reason that a student court is not a good idea is that in part B of the data section, it clearly shows that not many people in the school think that the student court makes them safer. The highest percentage of any group throughout the placement of the court is that of the teachers who are still at only less than thirty-five percent.**

**The graph is very misleading, intentionally misleading, most likely. It appears at first that lots of people in the school are in support of this court, but then you see that the top of the graph is below 50 percent. This hardly lends support to the court and if put to a vote by the students, most would say it doesn't really do any good. Also, in part C of the data section, the percentage of the teachers that think the court should be abolished is steadily rising, and the percentage of parents is steadily over fifty percent.**

**I'm not saying that kids don't know anything and that their opinion doesn't count, but teachers and parents know a whole lot more than the students do. That's why it's the students that are being taught. A classic history example that supports my opinion comes**

from the novel *Lord of the Flies*. In the book, kids are in charge of everything and are responsible for handing out discipline. This fails rather fast and they turn into savages. An argument that someone could make against my position would be that with guidance from teachers and administrators, the students could be kept in line so that punishments could still be fair. I'm not quite sure how these student courts work, but I am taking an educated guess that it is the administrators that have the final word, not the students. This basically renders the student court useless because the administrators have already come up with what they think to be acceptable guidelines and they would only accept a ruling that falls in with that. Now it is pointless to even have a student court because all it is doing is giving students a false sense of power over the system, which they do not have.

**Score Point: 3**

This response provides a clear position on the issue and supports it with the correct application of a Core Democratic Value (Justice), a successful refutation, and data from the Data Section.

**24l) Student Response 12**

Should high schools establish student courts to deal with discipline?

Dear School Board President:

From the data I have seen, I don't believe that high schools should establish student courts to deal with discipline. After three years of having the courts, the incidents were all down, but then after five years, some incidents shot back up. I don't think the court really made that much of a difference there. When asked if the school was safer, each year teachers and administrators felt that it was safer, but after five years the students didn't feel it was as safe. After five years, however, the students really felt that it needed to go. The students didn't feel as protected b it, but they still wanted it to remain in their school. I don't think that the student court was as successful as it needed to be. I don't think that having the court had anything to do with the numbers of incidents that happened. People might not take the court seriously enough, but others might be embarrassed by the fact that if they break the rules, they would have to go in front of their fellow peers. The judge and jurors might not give strict enough punishment, especially to their friends, and they might give too strict of punishments to someone that they don't like.

Someone might argue that a constitutional principle of core democratic values is to have a representative government, but if kids are breaking rules in school like fighting and vandalization(?), they need to be punished very strictly and by real authorities. By doing this, it could very well save them so they never do it again.

Based on the information I have seen and my previous knowledge, I don't think that having a student court is what makes the kids behave or follow rules. It's all in their heads.

**Score Point: 3**

This response provides a clear position on the issue and supports it with the correct application of a Core Democratic Value (Equality), a successful refutation, and data from the Data Section.



**24m) Student Response 13**

Should high schools establish student courts to deal with discipline?

Dear School Board President:

**I, as a student, think student courts should not be established in schools. I don't think it should be established because it will create a separation of power within the schools. Once the kids are picked to be on the court, it is only a matter of time before they start to take advantage of it. For example, back when kings, leaders, or even Egyptian pharaohs ruled parts of the world, there have always been a few who have abused their power. What is to stop the students who are on the court from abusing their power? Yes, teachers and parents might find it good that other students are taking charge of the discipline, but what happens if someone who is on the court has a friend that gets into trouble. What's to say they won't be easier on them than someone who isn't their friend?**

**Yes, there are students who work hard and follow the rules, but I don't think it is a chance that should be taken. In the data section, a poll was taken to see if parents, teachers and students thought the courts should be abolished. After five years of the courts, hardly any students wanted it abolished, but the number of teachers and parents had increased. Obviously, they did not think it was working well enough. As I said before, I am a high school student and I think my opinion of not establishing student courts should be taken seriously. Thank you.**

**Score Point: 3**

This response provides a clear position on the issue and supports it with the correct application of a Core Democratic Value (Equality), prior social studies knowledge of history (Egyptian Pharaohs), and data from the Data Section.

**24n) Student Response 14**

Should high schools establish student courts to deal with discipline?

Dear School Board President:

**High schools should establish student courts to deal with discipline. Our constitution guarantees us justice and a fair and speedy trial when laws have been broken. The constitution, as well as democracy as a whole, supports the belief in the common good. These constitutional values may be best carried out with student courts in high schools; law breakers would receive a trial from their peers, just as any American citizen receives for breaking the laws of society. If America believes this is the fairest way to dealing justice to its citizens, why should it not also apply to students?**

**The common good would also be best served with student courts. Studies have proven that once a student court is put in place, many harmful in-school incidents are reduced. For example, after just one year of student courts being in place, school districts have noticed that vandalism, fights, smoking, and insubordination have reduced. After three years of the court being in place, vandalism has gone down by forty-one incidents, fights by forty-six incidents, smoking by eighty-two incidents, and insubordination has reduced by forty-nine incidents. Teachers, students and administrators have said that they feel safer.**

**Some may argue that students should not be put in a place of authority, but who could better understand a situation of student insubordination than a student. Peers are able to understand and objectively evaluate a situation where a fellow student has broken the laws.**

**Giving students the chance to take on the responsibility of watching over their peers will tend to make them more responsible and help them to understand how their country's system of justice works.**

**Score Point: 4**

This response provides a clear position on the issue and supports it with the correct application of a Core Democratic Value (Common Good), prior social studies knowledge of civics (speedy trial), a successful refutation, and data from the Data Section.

**24o) Student Response 15**

Should high schools establish student courts to deal with discipline?

Dear School Board President:

**I do not believe that a student court would be effective and should not be put in place. One of our nation's core democratic values is liberty. If you have a bunch of immature, untrained kids running a "court", this would take away from other students' liberty. Decisions could be based on people's popularity, looks, how they dress, etc. If you look at the Salem witch trials of the 1600s, the people of small villages acted as courts. They would point fingers and convict and punish the wrong people. In fact, in some cases people convicted their neighbors so after they were hung they could take their land. Other convictions were made out of revenge. This goes to show how untrained, unprofessional courts can get out of hand. There was no significant decrease in any category — except smoking and vandalism — and the administration could handle that. All other categories went down just a little and after five years, they went back up.**

**I'm sure nobody would want to be put on trial by the same people that pick on them in class or by the people that they eat lunch with every day.**

**Some other people might say, "well, it gives the students structure and responsibility." If anything, it takes away from and destroys the social structures of schools where kids learn about how to deal with people. Most people only listen to official authoritative figures. A student is not this. So when the mock judge convicts another student, he/she might just laugh and walk away. Kids also tend to get power hungry, and this could very well happen in these courts.**

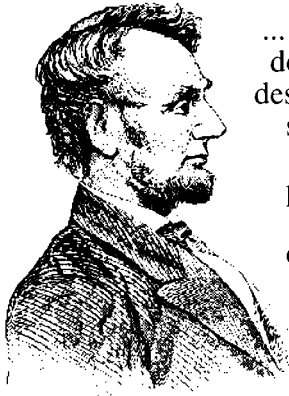
**I hope you consider my arguments when it comes time to pass or turn down this decision. Remember not to keep in mind just the students serving on these courts, but the students that will be tried by them.**

**Score Point: 4**

This response provides a clear position on the issue and supports it with the correct application of a Core Democratic Value (Equality), prior social studies knowledge of history (Salem witch trials), a successful refutation, and data from the Data Section.

**Directions:** Read the following passage and use it with what you already know to answer the questions that follow.

## THE EMANCIPATION PROCLAMATION



... And by virtue of the power and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States and parts of States are, and henceforward shall be, free; and that the Executive Government of the United States, ... will recognize and maintain the freedom of said persons. And I hereby enjoin<sup>1</sup> upon the people so declared to be free to abstain from all violence, unless in necessary self-defense; and I recommend to them that in all cases when allowed, they labor faithfully for reasonable wages.

And I further declare and make known that such persons of suitable condition will be received into the armed service of the United States to garrison<sup>2</sup> forts, position, stations, and other places, and to man vessels of all sorts in said service.

And upon this act, sincerely believed to be an act of justice, warranted<sup>3</sup> by the Constitution, upon military necessity, I invoke the considerate judgment of mankind and the gracious favor of Almighty God.

– Abraham Lincoln, January 1, 1863

1. *enjoin* – order, direct

2. *garrison* – to house soldiers

3. *warranted* – authorized, certified

- 30** Which of these phrases from the Declaration of Independence did President Lincoln rely upon in writing the Emancipation Proclamation?
- A** “Taxation in proportion to representation”
  - B** “Right of the people to abolish government”
  - C** “Refusal to assent to the law”
  - D** “All men are created equal”
- 31** Which of these democratic values is the concern of the Emancipation Proclamation?
- A** Equality for all
  - B** Freedom of expression
  - C** Due process of law
  - D** Private property
- 32** What was required to fulfill the goals of the Emancipation Proclamation?
- A** Supreme Court decision
  - B** Surrender of the Confederacy
  - C** Thirteenth Amendment
  - D** Approval of a Constitutional Convention
- 33** What constitutional guarantee, not yet established by amendment, did President Lincoln imply through the Emancipation Proclamation?
- A** Fair wages for labor without regard to race
  - B** Freedom of assembly for all citizens
  - C** The right of all free people to bear arms
  - D** Equal protection under the law
- 34** Which of the following was a central idea implied by President Lincoln in the Emancipation Proclamation?
- A** The president can suspend the Constitution in an emergency.
  - B** The federal government has constitutional power to override the states.
  - C** The legislative branch must pass laws to satisfy the desires of the executive branch.
  - D** State governments can choose which decrees of the federal government to follow.

**Directions:** Read the following hypothetical information about a public policy issue. Use it with what you already know to complete the tasks that follow. You should take about 20 minutes to complete both Task I and Task II.

## PROPOSED CONSTITUTIONAL AMENDMENT

Supreme Court decisions are often controversial. An amendment has been introduced to allow Congress to overturn a Supreme Court decision by a two-thirds vote of both houses of Congress. Read the following information about this proposed amendment.

### DATA SECTION

#### Part

- A** An opinion survey was taken over five years on support for the proposed constitutional amendment. People in the following groups were asked, "Do you favor a constitutional amendment to allow Congress to overturn a Supreme Court decision by a two-thirds vote of both houses of Congress?" Below are the results of the surveys.

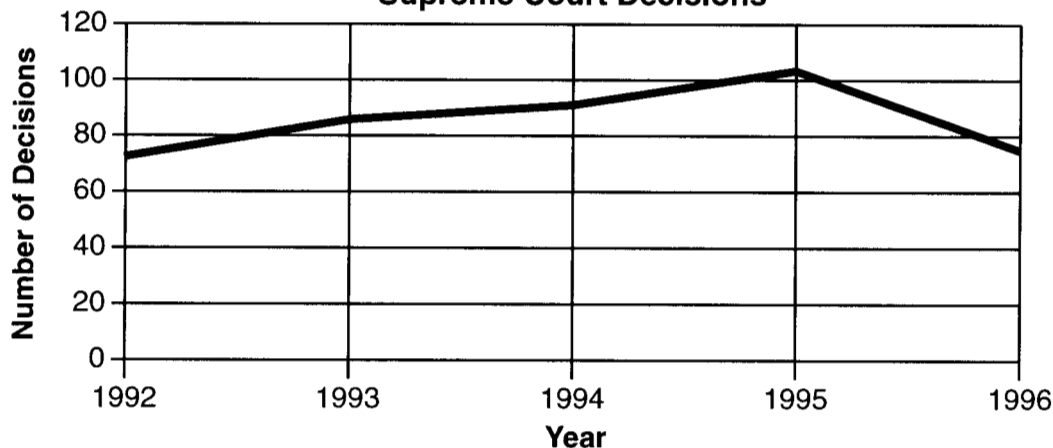
**Percentage Who Favor the Amendment**

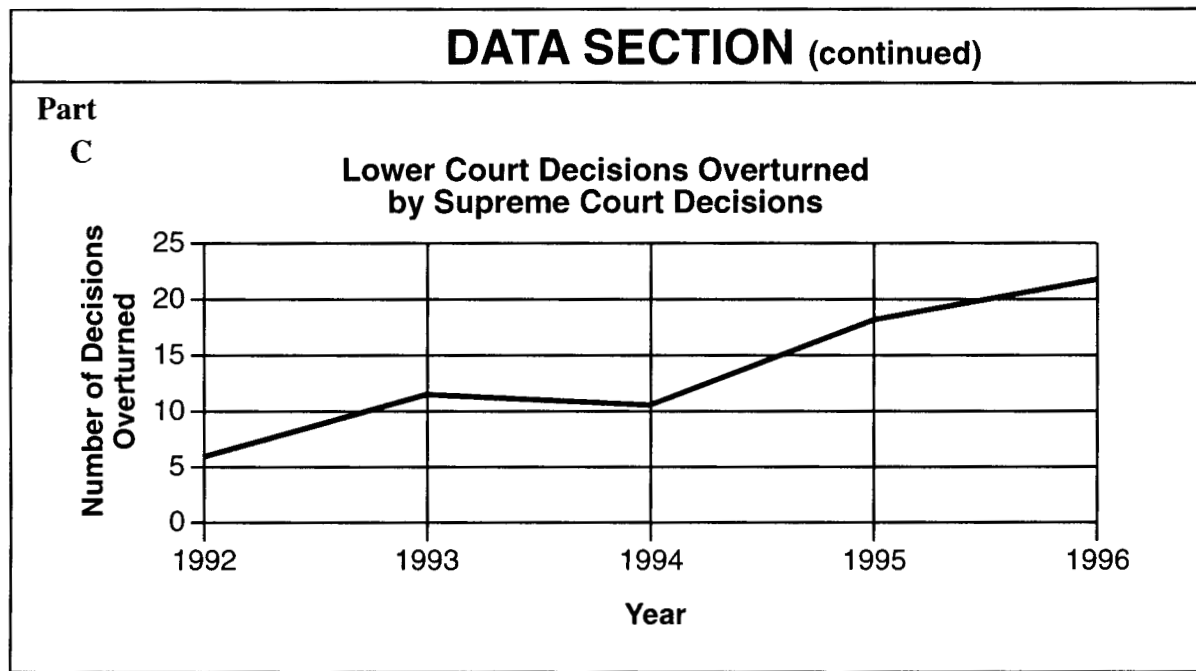
Groups Polled	1992	1993	1994	1995	1996
Members of Congress	64%	62%	58%	61%	59%
Judges and Lawyers	18%	20%	21%	23%	19%
General Public	52%	49%	48%	52%	49%

#### Part

#### B

**Supreme Court Decisions**





**COMPLETE THE FOLLOWING TASKS:**

**47 Task I: Interpreting Information**

Study the information in the Data Section. Which of the following statements best describes the *relationship* between **support for the proposed amendment** and the **number of Supreme Court decisions**? Be sure to mark your answer in your answer booklet.

- A Judges and lawyers are more likely to support the proposed amendment as the number of Supreme Court cases increases.
- B Members of Congress are more likely to support the proposed amendment as the number of Supreme Court cases increases.
- C People who support the proposed amendment tend to agree that the Supreme Court has too much political power.
- D People who oppose the proposed amendment tend to agree that the Supreme Court should have more political power.

**48 Task II: Taking A Stand**

You will now take a stand on the following issue: **Should the Constitution be amended to allow Congress to overturn Supreme Court decisions?** You may either support or oppose a Supreme Court decisions amendment. Write a letter to your United States Representative. Use information to provide reasons that support your position.

You will be graded on the following criteria. Your letter must include:

- a clear and supported statement of your position;
- supporting information using a core democratic value of American constitutional democracy;
- supporting knowledge from history, geography, civics (other than the core democratic values), or economics (it is not enough to state only your opinion);
- supporting information from the Data Section; and
- a credible argument someone with the opposite point of view could use and an explanation that reveals the flaw in his/her argument.

*Remember to:* Use complete sentences.  
Explain your reasons in detail.  
Explain how the core democratic value you use  
connects to your position.  
Write or print neatly on the lines provided  
in your answer booklet.



**48a) Student Response 1**

Should the Constitution be amended to allow Congress to overturn Supreme Court decisions?

Dear United States Representative:

**The constitution was made to help the American citizens. It keeps us safe and gives us a little bit of power. The Supreme Court sometimes overrules these freedoms, and I don't think it is right.**

**I think the constitution should overrule the supreme court's decisions. When someone gets into trouble and should be protected by the constitution, that isn't right. The pursuit of happiness is one that I have seen get destroyed by the supreme court. A kid wanted to dress in Marilyn Manson clothes and wear his make-up. The school wanted to kick him out, but they went to court over it. This is a freedom according to our constitution. The courts sent the case to the supreme court and the kid had to stop wearing what he wanted.**

**I don't agree with this decision. If the constitution could overturn this decision, it would make a lot of people happy. Many people I have talked to agree with me. When human rights get violated, the constitution should have more power than the court systems. Some people think that things like dressing "different" or whatever is a terrible thing, but I bet there is something inside of them they want to express but can't because they will get into trouble.**

**I think, along with many people, that the constitution should be able to overturn a supreme court's decision.**

**Score Point: 0**

This response does not provide a clear and supported position on the issue.

**48b) Student Response 2**

Should the Constitution be amended to allow Congress to overturn Supreme Court decisions?

Dear United States Representative:

**I think the constitution should be amended to allow congress to overturn Supreme Court decisions. In the charts in part C, it shows that it's gone up and hasn't come down since 1994. It's 2001 now, and it's probably still up.**

**Score Point: 0**

This response provides a clear position on the issue but fails to provide minimal support.

**48c) Student Response 3**

Should the Constitution be amended to allow Congress to overturn Supreme Court decisions?

Dear United States Representative:

**I believe that allowing congress to overrule a case is an excellent idea. One thing that I remembered from my government class was when we talked about how many people on death row are actually innocent and are waiting to die. Knowing that you're going to die would be the worst feeling in the world. The Supreme Court has too many rules that they have to follow. O. J. Simpson was practically caught with his hand in the cookie jar and they couldn't prove him guilty. Besides, if you have to have a two-thirds vote from both houses, they are not going to let the bad guy out. They're just like the court backup. The congress is just going to do what is right for the public or common good, and there needs to be a separation of power.**

**The Supreme Court is too powerful right now, so they should be able to come in and give a good reasoning for their override and vote on it. This is a good idea. Congress is here for the USA benefits, so they're not going to do anything too stupid. I believe we should trust our court.**

**Score Point: 1**

This response provides a clear and supported position on the issue.

**48d) Student Response 4**

Should the Constitution be amended to allow Congress to overturn Supreme Court decisions?

Dear United States Representative:

**I think that congress and the Supreme Court decisions should be left alone. I have no reason to believe that either of the two will fail anytime soon. The general public may differ with me, but I don t want anything to happen like what has happened during the course of our history.**

**Score Point: 1**

This response provides a clear and supported position on the issue.

**48e) Student Response 5**

Should the Constitution be amended to allow Congress to overturn Supreme Court decisions?

Dear United States Representative:

**I feel the constitution shouldn't be amended to allow congress to overturn Supreme Court decisions. I don't think congress should be allowed to come in and get involved in every case. I do think that if the decision by the Supreme Court is questionable they could have the trial again and if the Supreme Court's original verdict wasn't the correct one, that then congress could overturn it.**

**This goes way back to cases such as Hurricane Carter, a black boxer who was accused and later found guilty of a murder he didn't commit. After several times of trying to get his case brought back into court, congress and the supreme court agreed to hear the trial again and he was found not guilty. The members of congress had a very positive reaction to this suggested amendment because it will grant them more power. The judges and lawyers obviously don't agree because they lose cases and power. The general public is in between. If the power can be shared more effectively, I think it would be a win-win situation. The judges and lawyers would only lose control of the cases that have been voted to be reviewed. Congress would gain the right to choose the cases which should be reviewed. This would decrease the number of the wrongly convicted. That would be something that would definitely make the people happy. This proposal of a more evenly balanced decision would be something all three parties involved would definitely agree upon.**

**Score Point: 2**

This response provides a clear position on the issue and supports it with data from the Data Section.

## 48f) Student Response 6

Should the Constitution be amended to allow Congress to overturn Supreme Court decisions?

Dear United States Representative:

I write to you in regard to the proposed amendment allowing congress to overturn Supreme Court decisions. I feel very deeply that this amendment should not be passed. It's the justice we care about. For one thing, the Supreme Court's set up to hear cases; congress is not. It is the Supreme Court's job to decide what is constitutional. They went to school to be lawyers. They do their job the way it is to be done. They work for justice.

Secondly, if congress thought this was such a good idea, then why do they have only sixty percent of their groups saying yes to it? If they are to change the way this government is run, shouldn't they have the backing of the whole body of congress, not just sixty percent?

Judges and lawyers only favor this amendment with around twenty percent. They know that the Supreme Court is built to handle cases, not congress. Also, the general public doesn't think too highly about it. Only about fifty percent respond in favor of it. This is our government. Shouldn't the people have the greatest say? And if they don't respond too highly in favor of it, we should not do it!!

As time goes on, the Supreme Court continues to get more cases presented to them from smaller cases. Even though the number of cases they hear is declining, the number they hear from lower ones continues to increase.

The people trust the Supreme Court to do the job set out to them in the constitution. If they trust them, then why ruin that by getting congress involved. Congress has enough to worry about. Some may say, *well, congress has the ability to do it, why not try it.* The government of the United States has worked this way since it was founded. Why try something that we don't know will work for something that the people trust? We do it according to what is right. This is the right way to go!

We should leave it the way it has always been. We know it works and we don't want to lose that! Is congress going to be just? We don't know and we don't want to chance it.

Score Point: 2

This response provides a clear position on the issue and supports it with prior social studies knowledge of civics (the Supreme Court's role to determine the constitutionality of a law), a successful refutation, and data from the Data Section.

**48g) Student Response 7**

Should the Constitution be amended to allow Congress to overturn Supreme Court decisions?

Dear United States Representative:

**I believe that the constitution should not be amended to allow congress to overturn Supreme Court decisions. The President calls for the Supreme Court to help him with decision making, so the congress should not be able to overturn the Supreme Court's rights. This results in the separation of powers. Congress doesn't have complete power of the Supreme Court.**

**From the data that I have observed, in 1996 fifty-nine percent of members of congress favored this argument. Nineteen percent of judges and lawyers and forty-nine percent of the public favor it. These percentages are awfully low. For somebody that thinks the constitution should amend congress to overturn Supreme Court decisions, look at how much decision making other courts would have to make without the help of the Supreme Court. It's not worth it at all.**

**Score Point: 2**

This response provides a clear position on the issue and supports it with data from the Data Section.

**48h) Student Response 8**

Should the Constitution be amended to allow Congress to overturn Supreme Court decisions?

Dear United States Representative:

**No, I don't believe that the constitution be amended to allow congress to overturn Supreme Court decisions. The principle of checks and balances exists to keep our branch of government from getting too much power. Doing this would give congress too much power. The Supreme Court does a good job in deciding cases. Some people will claim freedom of speech for whatever they do. The Supreme Court says that if you are causing a clear and present danger, you aren't protected by freedom of speech. This was a good job by the Supreme Court. As support for this amendment rose, so did the number of Supreme Court decisions. The Supreme Court is showing people that it should still have this power and congress should not. Some would argue that the Supreme Court makes mistakes with their decisions. These people are somewhat mistaken. Yes, the Supreme Court does make its mistakes, but not as many as these people say. The good decisions of this court far outweigh the bad. Congress should not have the power to overturn Supreme Court decisions. It's worked well so far. Why change it?**

**Score Point: 2**

This response provides a clear position on the issue and supports it with the correct application of a Core Democratic Value (Checks and Balances) and a successful refutation.



**48i) Student Response 9**

Should the Constitution be amended to allow Congress to overturn Supreme Court decisions?

Dear United States Representative:

**I have recently heard talk of an amendment to the constitution. This amendment would allow congress to overturn Supreme Court decisions with a two-thirds majority. Personally, I am insulted that our government would ever consider such an amendment. As written by the framers of our constitution, the three branches of government are each given certain powers to keep the other branch in check. The Supreme Court's only power as of now is that its decisions cannot be overturned. It has the power to decide the constitutionality of laws, bills, and the courts' decisions. Taking away this power would make the court useless and give congress far too much power.**

**Also, I think that the Supreme Court is better able to make good decisions and rulings than the Supreme Court (*sic*), because congressmen have to worry about keeping their party and their constituents pleased, their decision may not always be what they really believe. Supreme Court judges do not have to worry about re-elections and pleasing constituents because they are appointed to the court for life. Their judgments are more likely to be fair and just, as opposed to partisan.**

**Next, congress would be the only group to gain from this. As the data shows, not even two-thirds of congress likes this idea. Not even the people who would benefit most from this amendment agree with it. Amending the constitution in this way would be a disgrace and would make the Supreme Court basically useless and would ruin the system of checks and balances. It is a bad idea and should not be passed.**

**Score Point: 2**

This response provides a clear position on the issue and supports it with the correct application of a Core Democratic Value (Separation of Powers) and prior social studies knowledge of civics (justices appointed to the court for life).

**48j) Student Response 10**

Should the Constitution be amended to allow Congress to overturn Supreme Court decisions?

Dear United States Representative:

**I believe that the constitution should be amended to allow congress to overturn Supreme Court decisions. I feel that the Supreme Court needs a check to make sure that they are not making a bad decision. Even though the President can appoint judges, that would not do any good when a judge makes a decision. If the congress feels strongly about a decision, I think it would be a good idea to let them have a say on that decision. As one of our core democratic values, checks and balances need to be used on Supreme Court decisions. The check would be by congress..**

**If a form of government is given too much power, it will become impossible to control. If the judicial branch becomes too powerful, they may have too much say in our government. We need the congress to keep immediate tabs on the Supreme Court to make sure they don't receive too much power. As shown in the data section, part C, more cases each year have been overturned by the Supreme Court. If these decisions are not good ones, there is nothing to override the decisions. It is important for congress to be able to override the court's decisions.**

**As shown in parts A and B, as the number of Supreme Court decisions rise, the number of judges and lawyers who support the amendment also rise. This leads me to believe that they think that many of the Supreme Court's decisions are not very good ones.**

**Someone could argue with my opinion by saying that the Supreme Court already has a check by the president. I could point out that the President only has a say on who is appointed judge and not on the decisions that judges make. What we need is congress to be able to immediately have a say on the decisions of the Supreme Court.**

**Score Point: 3**

This response provides a clear position on the issue and supports it with the correct application of a Core Democratic Value (Checks and Balances), prior social studies knowledge of civics (the Presidential appointment of justices), and a successful refutation.

## 48k) Student Response 11

Should the Constitution be amended to allow Congress to overturn Supreme Court decisions?

Dear United States Representative:

**Taking a stand for my opinion on the debate of *should the constitution be amended to allow congress to overturn Supreme Court decisions or not*, I believe that the constitution should not amend to allow this. I feel this way because of how the constitution is set up and the way the Supreme Court has made their decisions. The way things have been working has been good so far, and there are not serious problems.**

**The separation of powers, a constitutional principle of the core democratic values of American constitutional democracy, allows certain groups to have certain powers. If people decide that giving congress more power will help correct things, I believe the people are wrong. Giving what seems a small portion of power to another section of government can change many things. Congress would have more power than normally after the change, and giving more power to separate sections may have dire consequences in the end. A group may receive more power than it should be allowed and it would be harder to take it away once they have it.**

**Something more drastic, in relation, is the scene of Hitler and his army. Hitler at first was at odds with everyone. Equal with everyone, as far as power was concerned, until he received a little more, which didn't seem as much because it was just a small portion of power. Soon he received another small portion of power. No one realized because it was very small. This kept growing and growing and it was never looked upon as a threat since other groups still had power and he wasn't receiving his in such an abundance as all the other manipulators had. Shortly, in the future, he had much more power, no one could control him and no one had ever stopped to realize how much he had really received. We all know what happened thereafter and we seem to think we've learned from the experience, but sometimes I believe we are naïve.**

**The general public are the people who decide many things, and**

they usually favor the ones with power because we have an instinct to do so. If one group or another has more power, we will most likely agree with what that group decides because we tend to trust them just as we did with Hitler. We trusted him because we believed that if the government would allow him so much power, then he must know what's best for us. Just as the data shows, when the Supreme Court made the most decisions, we were against the congress being able to overturn their decisions. Not that the Supreme Court had too much power, but that they were using the power they had.

One could argue this by noting how the congress members, judges, and lawyers reacted. They also don't want the Supreme Court to gain too much power. I feel that even though their percentage in favor of the amendment increased as the Supreme Court increased their decisions, the general public still knows what's best for them and that is why their percentage in favor dropped when the Supreme Court made more decisions. The people are happy that the Supreme Court will use their powers to the fullest. That's why the powers were given to them.

The Supreme Court should not be denied their powers because they are doing what is expected of them from our forefathers just so congress can exercise their powers and theirs.

**Score Point: 3**

This response provides a clear position on the issue and supports it with the correct application of a Core Democratic Value (Separation of Powers), prior social studies knowledge of history (Hitler), and a successful refutation.

**48l) Student Response 12**

Should the Constitution be amended to allow Congress to overturn Supreme Court decisions?

Dear United States Representative:

**Allowing congress to overturn Supreme Court decisions would be placing far too much power in the hands of a subjective body of people. Congress is a body elected people representative of their constituents. Each congressman/woman has his/her own agenda to which they are attending. The Supreme Court, however, is to be entirely objective, ruling straight out of the constitution, going by the law, not their whims. Congress's duties lie in the area of legislation, NOT judicial decisions. Let the Supreme Court do their job and congress do theirs.**

**In addition, no one seems too thrilled by this prospective amendment. Barely a majority of congress wants it, a very small margin of those involved directly with the judiciary system want it, and often not even a majority of the public wants it.**

**This amendment would violate our fundamental belief that truth and justice are important. In effect, the Supreme Court would make decisions but they would have little value, being subject to whims of congress. This would give us our principle of the Rule of Law. It would take away their power and, therefore, our system of checks and balances.**

**Score Point: 3**

This response provides a clear position on the issue and supports it with the correct application of a Core Democratic Value (Checks and Balances), prior social studies knowledge of civics (Congress' duties lie in the area of legislation, NOT judicial decisions), and data from the Data Section.

**48m) Student Response 13**

Should the Constitution be amended to allow Congress to overturn Supreme Court decisions?

Dear United States Representative:

**The constitution should be amended to allow congress to overturn Supreme Court decisions. It all simply makes logical sense. There are only nine Supreme Court justices who decide the cases. I ask you, how can nine people (mere humans) represent what the millions of people in America think? Perhaps those nine humans make a bad decision and refuse to reverse it. Then the whole justice system is all the worse. If you've noticed, there is no evidence of popular sovereignty among the Supreme Court. But with this amendment, the people could have their voices be heard by their own representatives and have a chance at getting in their say. America strives for justice, the justice of millions of people, not that of nine.**

**Information I have been given shows that congressman, like yourself, generally wish to pass this amendment, especially when a lot of decisions are passed by the Supreme Court.**

**In the past, the Supreme Court made some very heated decisions, such as that on evolution. Unfortunately, the specific case and decision eludes me right now, but I do know there was a lot of debate over it. Perhaps the congress could have overturned the decision by the will of the people.**

**Those against the amendment may say that it gives the legislature too much power over the judicial branch, but I just say that it is just making the scales even and extending the will of the people further into the courts. After all, there would have to be a firm belief that the Supreme Court was wrong for a two-thirds majority in both houses.**

**One thing, however, perhaps the amendment could be modified to exclude decisions concerning the legislative body itself and its members because their personal interests could be involved.**

**Score Point: 4**

This response provides a clear position on the issue and supports it with the correct application of a Core Democratic Value (Popular Sovereignty), prior social studies knowledge of civics (Nine Supreme Court justices), a successful refutation, and data from the Data Section.

**48n) Student Response 14**

Should the Constitution be amended to allow Congress to overturn Supreme Court decisions?

Dear United States Representative:

**I do not think that our congress should be given the power to overturn the decisions of our Supreme Court. In our constitution we have created a system of checks and balances. This divides our government into three branches (legislative, judicial, executive), making sure that no one branch holds absolute power over the other two branches. Without this system we would probably have much more corruption in our government. By giving one branch additional power, that branch could, theoretically, form a dictatorship over the other two branches. It is obvious from the data that the members of congress wish that this amendment were passed. This is because they know that it will ultimately make them the most powerful branch of the government. Although many Supreme Court decisions are often highly controversial, this does not mean that the decisions cannot be changed or overturned in time. Although this is a time-consuming process, I feel that it is necessary in order to keep our country a pure democracy.**

**Score Point: 4**

This response provides a clear position on the issue and supports it with the correct application of a Core Democratic Value (Checks and Balances), prior social studies knowledge of civics (there are three branches of government – legislative, judicial, and executive—and no one branch holds absolute power over the two), a successful refutation, and data from the Data Section.

**48o) Student Response 15**

Should the Constitution be amended to allow Congress to overturn Supreme Court decisions?

Dear United States Representative:

**I am firmly against the proposal to ratify the amendment that allows congress to overturn rulings by the Supreme Court. There are a few reasons why I believe this.**

**First and foremost, it goes against the core democratic principle of separation of powers. If this amendment ratifies, too much power will be given to the legislative branch. To further back this opinion, according to the data section, a majority of congress like the amendment and a majority of the judges don't like the idea. This shows that because congress likes it because they are getting much more power.**

**I can also use evidence from history. This situation's sort of like the situation of communism in the USSR, although not as extreme, of course. Too much power was given to one group of people. This caused corruption because the power was not spread. With the new proposed amendment, power will also not be as separated.**

**The opposition might say that the new amendment is a form of checks and balances. We already have checks and balances. Plus, our government system is fine right now. If it isn't broke, don't fix it.**

**I hope I made you feel strongly against the proposed amendment. It will only cause corruption because too much power will be given to the legislative branch.**

**Score Point: 4**

This response provides a clear position on the issue and supports it with the correct application of a Core Democratic Value (Checks and Balances), prior social studies knowledge of history (USSR), a successful refutation, and data from the Data Section.



**Michigan Educational Assessment Program  
Statewide Test Item Analysis  
HST in Social Studies  
Grade 11 1st-Time Testers  
Spring 2001**

**District: PUBLIC SCHOOL  
Run Date: 08/09/2001**

Multiple Choice							Open-Ended															
Item No.	Benchmark Code	Percent Answering by Response				Omit/Mult	Item No.	Benchmark Code	Percent Receiving Number of Points										Percent Receiving Condition Codes			
		A	B	C	D				0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	A	B	C	D	
<b>Civic Perspective</b>							<b>Constructed Response</b>															
30	2HS2	4	7	4	84*	1	<b>Historical Perspective</b>															
31	3HS2	81*	9	6	2	1	22	1HS1	60	2	18	1	17				0	0	0	2		
32	2MS3	13	24	46*	15	2	<b>Extended Response</b>															
33	3HS3	41	12	9	36*	2	<b>Inquiry &amp; Decision Making</b>															
34	1HS1	9	62*	18	9	2	24	3HS1	2	1	18	13	46	10	4	1	1	1	0	0	3	
<b>Geographic Perspective</b>							48	3HS1	3	3	23	14	30	7	4	2	2	1	0	0	9	
06	4HS1	25	12	8	54*	1																
07	5HS1	8	80*	4	8	1																
08	3HS1	17*	40*	19*	24*	0*																
09	3HS1	3	11	47*	38	1																
10	4HS3	43	34*	11	11	1																
<b>Historical Perspective</b>																						
12	2HS3	69*	7	3	19	1																
13	3HS1	43*	15	32	9	1																
14	4HS3	6	40*	20	34	1																
15	4HS1	10	10	64*	15	1																
16	2HS1	21	62*	10	5	1																
<b>Inquiry &amp; Decision Making</b>																						
23	1HS3	15	14	7	63*	1																
47	1HS3	28*	36	27	6	3																
<b>Number Tested: 80476</b>																						
							Condition Codes for the Open-Ended Items:															
							A Off-topic C Written in language other than English															
							B Illegible D Blank/refused to respond															
							<b>Using the Benchmark Codes</b>															
							You can link the individual items to their corresponding benchmark in the <i>Michigan Social Studies Content Standards and Benchmarks</i> , February 1996 (also see <i>Michigan Curriculum Framework</i> , 1996, pages 22-45).															
							Each Benchmark Code contains four characters. The first character, an Arabic numeral, identifies the content standard under the specific strand. The next two characters represent the grade level column designation in the content standards documents where EE = Early Elementary, LE = Later Elementary, MS = Middle School, and HS = High School. The number following these letters represents the specific benchmark in the column designated by the grade level.															
							<b>EXAMPLE</b>															
							An item with Benchmark Code 2MS3 under Civic Perspective is referring to content standard 2, "Ideals of American Democracy." Within that content standard, you need to look at Middle School benchmark number 3, "Explain means for limiting the powers of government established by the U.S. Constitution," to find the match.															
							<b>CAUTION</b>															
							Making inferences about students based on their answers to individual items is inadvisable due to the low reliability of single item measures. These data should only be used to make inferences about the performance of groups that are classroom size or larger.															

Omit/Mult = Omits and Multiple Responses  
\* Number of students present rounds to zero